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ABSTRACT

To reduce school isolation from the broader community, increase public awareness of school offerings, and provide students with opportunities to interact with the business community, the Fort Worth (Texas) Independent School District decided to participate in the Adopt-A-School program. Using a question-answer format, this report evaluates the program's effectiveness in achieving its goals. The program involved 57 businesses and 44 schools. School needs were documented in one of three ways: needs assessments, school meetings, and teacher surveys. Nearly half of all program coordinators surveyed indicated that their schools had both tutorial and mentor programs. Data from teachers and volunteers suggestd that an earlier start-up time and better communication between volunteers and teachers would be helpful. The major implementation problem was difficulty matching students with volunteers. Mentorships were delayed because the number of students exceeded the number of volunteers. All coordinators surveyed indicated that they would recommend the Adopt-A-School program for other schools. The Fort Worth program has considerably enriched the district's curriculum without the need for increased taxes. Future recommendations include (1) meeting early in the school year to adopt goals and objectives and (2) clearly defining school coordinator roles. Appendixes include a schools and businesses participant list, the study instruments, observation data from six schools, comments from all participating groups, and a list of Adopt-A-School accomplishments. (MLH)

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FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

ED287191

ADOPT-A-SCHOOL PROGRAM
1985-86
PE86-484-16

DEPARTMENT OF RESEARCH AND EVALUATION

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FORT WORTH INDEPENDENT SCHOOL DISTRICT

ADOPT-A-SCHOOL PROGRAM
1985-86
PE86-484-16

Jennifer Giddings Brooks,
Evaluator

Dan Powell, Director
Planning, Research, and Evaluation
June 1986

Administrative Summary PE86-484-16
Adopt-A-School Program
1985-86

Owner's Code:	554	Cost per Pupil:	$2.74
Cost of Program:	$75,165	Funding Source:	Local Maintenance
Number of Pupils:	27,371	Schools:	44 (See back)
Staff:	Coordinator, Trainer and Secretary - 1 each		

DESCRIPTION: The Adopt-A-School (A-A-S) program involves the community, especially the business community, in the teaching process. It also gives the community insight into the workings of schools and a better understanding of the needs of education.

POPULATION SERVED: Students in adopted schools who were recommended by school personnel.

OBJECTIVE: There were two objectives: to reduce the isolation of schools from the broader community and increase public awareness of what the school system has to offer, and to provide students with opportunities for interaction with the business community.

RESEARCH FINDINGS: There were 57 businesses and 44 schools involved in the program. School needs were documented by one of three ways: (a) needs assessments, (b) school meetings, and (c) teacher surveys. Forty-nine percent of the coordinators surveyed indicated that their schools had both tutorial and mentor programs. The role of the coordinator was multifaceted. Some school coordinators indicated that they had more to do than other coordinators. Data from teachers and volunteers indicated that an earlier start-up time would be helpful and that communication between volunteers and teachers was often limited.The implementation problem mentioned most often was difficulty matching students with volunteers. Mentorships (elementary) were delayed because the number of students exceeded the number of volunteers. Although involvement in the A-A-S program, signified long hours of service, a majority of the coordinators felt that the program was worthwhile.

CONCLUSION: The fact that all of the coordinators surveyed indicated that they would recommend the A-A-S program denoted how effective this program had been in meeting its objectives. Even with substantial expansion over a three year period, the program has continued to be an asset to the district. Through the A-A-S program the district's curriculum has been enriched through volunteerism; without the need for increased taxes.

RECOMMENDATIONS:

1. Schools and businesses need to meet in order to define the goals and objectives for their adoptions as early in the school year as possible. (The school management team and classroom teachers should be involved in this meeting).

2. The role of the school coordinator should be clearly defined.

Program Manager: Toni Brown
Evaluator: Jennifer Giddings Brooks
Research and Evaluation
Date: June, 1986

ADOPTED SCHOOLS
FWISD
(BY LEVELS)

Elementary

North Hi Mount
De Zavala
Hubbard
Westcliff
Luella Merrett
Glen Park
South Hills
Bruce Shulkey
Westcreek
Van Zandt Guinn

Middle Schools

McLean
Rosemont
Daggett
William James
Forest Oak
Wedgwood
Meacham
Leonard
Dunbar Magnet
Como

High Schools

Southwest
Paschal
North Side (+ Magnet)
Poly (+ Magnet)
Carter-Riverside
Diamond Hill
Arlington Heights
Eastern Hills
Western Hills
Tech
O. D. Wyatt
Dunbar (+ Magnet)
New Lives

Officer Friendly:

Circle Park
Denver Ave.
Diamond Hill
Washington Heights
Helbing
Nash
South Fort Worth
Morningside
Maude Logan

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Adopt-A-School Program

Background Information

"How can the city's schools become pre-eminent unless the business community is involved and supportive?" This was a question posed by former Fort Worth I.S.D. Superintendent I. Carl Candoli to Bayard Friedman, an influential Fort Worth businessman. The answer to this question became the initial idea behind the Adopt-A-School program.

Mr. Friedman agreed that the business community should become involved in the school system. Through his efforts and a grant from the Mary Potishman Lard Foundation, the ground work for an Adopt-A-School program was established.

Plans for the program were outlined during the summer of 1982. In October of the same year, a coordinator was hired and an advisory committee of 14 men and women from the business community was formed. Following the formation of the advisory committee the Adopt-A-School concept began to take shape.

During the first year, information was collected from various sources and disseminated to the school and business community. When the school personnel began to understand the benefits an adopter could provide, requests for adoptions began to increase. The business community became more interested in the adoption process when it realized that the school district was more interested in time than money. Fort Worth I.S.D. discovered, as had other school districts, that the expertise of personnel and the use of facilities, materials and equipment benefited and enriched the curriculum of the schools without spending additional tax dollars (1).

Adopt-A-School records indicated that by the second year, the Adopt-A-School program had tripled in size. The new programs revealed that both the schools and businesses were enthusiastic about their adoptions. Formative evaluation school data the second year pointed out that the school personnel appreciated the resources provided by the businesses, and businesses were beginning to understand that their donation of time was beneficial to the future growth of the program. Adoptions allowed businesses to give students first hand knowledge of our country's competitive free enterprise system, to give visible public service and to encourage volunteerism by its employees (1).

The second year of the program was also the year when the adoptions began to vary. According to the Adopt-A-School coordinator, businesses began not only to adopt an entire school, but also to begin focusing attention on special programs or classes within a school. Other groups, like churches and women organizations, began to realize that they too could be involved in an adoption. Individuals also entered the program by serving as mentors.

Schools and businesses continued to participate in the Adopt-A-School program during the 1984-85 school year. Forty-five adoptions took place with 1,500 volunteers donating 14,000 hours. According to Adopt-A-School records, the program touched approximately 7400 students plus 850 teachers, administrators and other staff members.

Adopt-A-School reports from other school districts indicate that President Reagan has also been a strong supporter of the Adopt-A-School concept. At the National White House Conference for business leaders and educators (1984), the President stated, "I am convinced that collaborative efforts between the public and private sectors will succeed because they reflect the spirit of volunteerism and community self-help which has served America so well throughout our history. The Adopt-A-School program is a commendable model for others to follow" (2).

WHAT WERE THE OBJECTIVES OF THE ADOPT-A-SCHOOL PROGRAM?

There were two objectives: to reduce the isolation of school from the broader community and increase public awareness of what the school system has to offer, and to meet student needs through opportunities for interaction with the business community.

WHY WAS THE ADOPT-A-SCHOOL PROGRAM NEEDED?

There was a twofold need for the program: A need to involve into the educational process a part of the community which might not have contact with schools, and a need to improve the educational opportunities for students without spending additional tax funds.

WHAT WAS THE TOTAL NUMBER OF SCHOOLS/BUSINESSES INVOLVED IN THE PROGRAM?

There were 57 businesses and 44 schools involved in the Adopt-A-School program (Appendix A). The businesses were divided into five categories: (a) churches, (b) educational institutions, (c) organizations, and (d) federal agencies. Sampling was done in 50% of the businesses and 66% of the schools. During an on-site interview, each school and business coordinator responded to questions on an Adopt-A-School program survey form (Appendices B and C).

WHY DID THE BUSINESS COMMUNITY DECIDE TO PARTICIPATE IN THIS PROGRAM?

Information from the businesses surveyed indicated that the reasons for adopting a school were: (a) higher level staff was interested in the program, (b) wanted to take an active role in the community, (c) Adopt-A-School Coordinator asked the company, (d) wanted to work with youth, (e) an Adopt-A-School advisory committee member asked the company, and (f) wanted to help meet the needs in the schools.

HOW WERE THE STUDENTS SELECTED FOR THE PROGRAM?

Each school had developed a selection criteria for the Adopt-A-School program in its building. In 78% of the schools sampled, student selection was based on recommendations by school personnel. Seven percent of the schools wanted the Adopt-A-School program to meet the needs of high achieving students. To assure the selection of these students, the Developing Cognitive Abilities Test and the Baldwin matrix instrument were administered to students recommended by staff. Four percent of the schools selected students enrolled in an occupational investigation class, while another 4% selected students enrolled in a finance class. Students in 7% of the schools were selected on the basis of good attendance, grades and citizenship.

HOW WERE SCHOOL'S NEEDS IDENTIFIED?

Of the schools surveyed, 7% assessed the able learners and identified needs, 42% completed needs assessments, 3% did a needs assessment in conjunction with classroom observations, 17% of the schools met with the Adopt-A-School coordinator, and 24% used teacher surveys to assess school needs. Two of the coordinators were new to the program and were unaware of the way in which school needs had been identified.

WERE THERE IMPLEMENTATION PROBLEMS?

Scheduling implementation problems were mentioned by three elementary coordinators. Coordinators in two middle and two high schools indicated that they had problems matching students with volunteers. One high school coordinator stated that inadequate communication with the school's adoptor created some implementation difficulties. One middle school coordinator said implementation was handicapped due to lack of volunteers.

WHAT KIND OF SERVICES/ACTIVITIES DID THE ADOPTORS PROVIDE?

Forty-nine percent of the coordinators surveyed indicated that their adoptor provided both tutors and mentors. Ten percent stated that only mentors were provided by their adoptors. Another 10% indicated that only tutors were provided. Tutors and classroom speakers were mentioned by 10% of the surveyed coordinators while 8% indicated that their adoptor provided classroom speakers only. One coordinator reported that tutors and mentors were provided by the adoptor during the 1984-85 school year, but none had been provided this year. All of the coordinators indicated that, in conjunction with the aforementioned activities, other activities provided for students included pen-pal activities, job interview information, computer hands-on workshops for students, tours, serving as judges for school events, educational films, scholarships (to the T.C.U. Gifted Student Institute/college), funds for students to attend the Future Business Leaders Association meetings, sports programs, uniforms, mock banks, classroom presentations, teaching (teacher request), teaching (math/science) so that teachers could attend conferences, career workshops, faculty activities, motivational assemblies, summer enjoyment, science fair/lab consultants, letters to honor-roll students, perfect attendance incentives, luncheons, and other activities that met the specific student needs of the adopted school (Appendices D and E).

In some cases, adoptors indicated that they provided services for the school's staff. These services included physical fitness classes, computer workshops, banking seminar, tax information, neighborhood outreach programs, interpreters for bilingual students and the formation of a volleyball team to raise funds for a school-wide project.

WERE THERE SERVICES/ACTIVITIES PLANNED FOR THE FUTURE?

Of the businesses surveyed, 85% of the coordinators had discussed and made plans with their schools regarding future services and activities for the students. The services and activities reported centered around drug/alcohol assemblies/workshops, additional field trips, computer classes, student clubs, get acquainted activities for staff and parents, recognition programs, employment counseling and expansion of classroom presentations, mentors and tutoring services.

WHAT WAS THE ROLE OF THE SCHOOL AND BUSINESS COORDINATORS?

The major responsibility of the school and business coordinators was to serve as a liaison between the school and business. Other responsibilities included supervising and evaluating the program, coordinating schedules for students and volunteers, and communicating written reports to the Adopt-A-School office. In addition, to attending quarterly meetings, coordinators recruited teachers and volunteers for the program. Finally, coordinators promoted and marketed the Adopt-A-School program as well as provided new ideas for current and future consideration. Approximately 50% of the school coordinators indicated that they had a number of duties associated with the Adopt-A-School program whereas the other 50% reported that their Adopt-A-School duties were minimal. Although involvement in the Adopt-A-School program signified long hours of service for some coordinators, 94% of those surveyed felt that the program was worthwhile (Appendix F).

HOW DID THE STUDENTS FEEL ABOUT THE ADOPT-A-SCHOOL PROGRAM?

Survey forms completed by students indicated that approximately 96% of the students felt that the program was very beneficial to them. Comments generally indicated that the students were pleased to have someone to point out

mistakes and help them to find ways of completing their school work. Additional comments mentioned that students felt that the volunteers showed them that a job can be interesting and that through the Adopt-A-School program they were able to make friends of all ages. Other comments generally emphasized that the students wanted the tutors to come more and that they felt that the mentor program should be longer than a few weeks (Appendix G).

HOW DID THE TEACHERS FEEL ABOUT THE ADOPT-A-SCHOOL PROGRAM?

Survey data from teachers indicated that approximately 88% of them felt that the program made the students feel better about themselves, it was useful to have volunteers to work on a one-to-one basis with students, it was beneficial to have volunteers who brought new ideas to the classroom, and who could show students how school subjects were used in the business world. Further comments from teachers emphasized that they felt the Adopt-A-School brought extra people into the classroom to help students improve in their classroom work - kept some of them from failing. Additional comments were related to the amount of time it took to implement the program approximately 45% of the teachers surveyed suggested an earlier start time (Appendix H).

HOW DID THE VOLUNTEERS FEEL ABOUT THE ADOPT-A-SCHOOL PROGRAM?

Data received from volunteers indicated that approximately 90% of them felt that the Adopt-A-School program was very beneficial to the schools and to the participating businesses. Generally volunteers said that they felt good to be of assistance to students and about sharing their knowledge. Volunteers also mentioned the good job teachers were doing, the positive exposure they were having with students, and the positive impact this program can have on the future direction of all students. Additional comments were geared to the amount of time it took to get started at the beginning of the school year and the

rudeness of some building teachers when volunteers picked up a student or assisted in the classroom (Appendix I).

WHAT WAS THE IMPACT OF THE ADOPT-A-SCHOOL PROGRAM IN THE SCHOOLS?

According to the school coordinators, the Adopt-A-School program was an asset to the school's established curriculum. Coordinators further reported that the program provided a way for each school to meet its specific goals and objectives through the use of a sector of the community that is usually not involved in the educational process.

Data from teachers indicated that outside classroom speakers provided detailed information on a personal level. This was information that the students could learn and use in the classroom. Teachers also mentioned that lessons were enriched through materials, books and hardware provided by the businesses.

WHAT WAS THE IMPACT OF THE ADOPT-A-SCHOOL PROGRAM ON CAREER AWARENESS?

School and business coordinators reported that participates at all grade levels benefited from having an outside resource in the building. According to the school coordinators, the most benefit was derived from the students acquiring an increased awareness in the world of work. This occurred because of on-site visits made by speakers who shared vocational information and by visits made by students (mentorships) who observed volunteers at work. School coordinators further emphasized that for the students to see skills learned in school being used on the job was also a very important and beneficial part of career awareness. At the secondary level, students who were interested in a particular area were given the opportunity to learn more about the area and explore the career aspects of the profession.

When visiting some businesses, students had access to materials unavailable at their schools. A majority of the school coordinators indicated that the presence of the school volunteers brought additional knowledge into the classroom as well as a person who could serve as a role model for the students (Appendix J).

WHAT DOES THE ADOPT-A-SCHOOL PROGRAM MEAN FOR THE FUTURE OF EDUCATION?

A report on Partners in Education prepared by the education committee (New York City Partnership, Inc.) reported that over the next few years, more and more high schools will be offering distinctive career programs to prepare students for the changing job market (3). The business coordinators felt that their presence in the schools was necessary to help school personnel teach students about the kinds of business developments that they will encounter in the job market.

Both school and business coordinators felt that schools and businesses both derive some benefits from adoptions. Through the adoptions, students learn about the varied job market and they begin to understand what is expected of them in the world of work. Business coordinators felt that their involvement in the teaching of job skills to students will help them to have a larger pool of potential employees to select from in the future.

HOW EFFECTIVE WAS THE ADOPT-A-SCHOOL PROGRAM?

The Adopt-A-School program provided an opportunity for schools and businesses to work together. The program served as a strong bond between schools and businesses. Business coordinators indicated that through this program they became more sensitive to the needs of education. School coordinators emphasized that the program gave schools a chance to become acquainted with individuals

outside the educational sector. As in other districts, the career exploration of Adopt-A-School offered varied experiences for students and built community pride (3).

According to the coordinators, the Adopt-A-School program motivated selected students and provided enthusiasm for many of the nonachievers. Students were given the opportunity of working with an adult, teacher, or parent on an individual basis. Thus, students enjoyed the extra attention and learning opportunities that were designed to improve their overall academic performance. By putting students in contact with persons in industry, the schools were giving them the opportunity to know how businesses operate and to see individuals other than teachers in a teaching role.

CONCLUSION

The fact that all of the coordinators surveyed indicated that they would recommend the Adopt-A-School program denoted how effective this program had been in meeting its objectives. Even with substantial expansion over a three year period, the program has continued to be an asset to the district. Through the Adopt-A-School program the district's curriculum has been enriched through volunteerism; without the need for increased taxes (Appendices K, L, M).

RECOMMENDATIONS

1. Schools and businesses need to meet in order to define the goals and objectives for their adoptions as early in the school year as possible. (The school management team and classrom teachers should be involved in this meeting).

2. The role of the school coordinator should be clearly defined.

REFERENCES

1. Brooks, Jennifer. "Review of Business Partnership in Education Report." District 24J-Salem, Oregon, 1984.

2. Brooks, Jennifer. "Review of Presidential Address on the Business Partnership Concept." Address presented at the National White House Conference for Business Leaders and Educators, Washington, D.C., 1984.

3. Brooks, Jennifer. "Review of Partners in Education Report." The Education Committee, New York City Partnership, Inc., New York, New York, 1984.

Appendices

Appendix A
Adopt-A-School Program
Schools and Businesses

School	Business
Poly High	Texas American Bank and Services and Ben E. Keith
Poly High (Magnet)	County District Court #4
Dunbar High (Magnet)	IBM
Dunbar High	Bell Helicopter
Dunbar Middle (Magnet)	TESCO
Arlington Heights High	TCOM (Institute for Human Fitness)
Arlington Heights High	Southland Royalty
New Lives	Church Women United
Trimble Tech High	University Christian Church
Trimble Tech High	Harris Hospital
Meacham Middle	Hispanic Chamber of Commerce
Meacham Middle	TCU
Daggett Middle	All Saints Hospital
Mary Louise Phillips Elementary	Lone Star Gas
Monnig Middle	The Western Company
Glen Park Elementary	National Farm Life
William James Middle	Southwestern Bell and Texas Wesleyan College
Diamond Hill-Jarvis High	HUD and Department of Transportation
Southwest High (Interior Design Class)	Ellison's Furniture
O.D. Wyatt High	Downtown Rotary
Trimble Tech, O.D. Wyatt, and Arlington Heights	General Dynamics Management Association
Como Middle	General Dynamics Management Association
Como Middle	RepublicBank Ridglea
Paschal High	Interfirst Bank
D. Hill-Jarvis High, Dunbar High, North Side High, O.D. Wyatt High Poly High	Johnson O'Connor Research Foundation
Hubbard, Nash and Bruce Shulkey Elementary Schools	Mentors for Gifted Children
North Side High	North Fort Worth Bank
North Side High	North Area Counsil - Chamber of Commerce
Eastern Hills Elementary	RepublicBank Fort Worth East
McLean Middle	Rotary of Fort Worth South
Westcreek Elementary	
District Wide	Corps of Engineers
District Wide	Tandy Corporation
Western Hills High	St. Joseph's Hospital
Luella Merrett Elementary	Ridglea West Baptist Church
North Side Medical Magnet	TCOM

Leonard Middle	Medical Plaza Hospital
Forest Oak Middle	Texas Rangers Baseball Team
Poly High (Communications Class)	K104 (January)
South Hills Elementary	South Hills Christian Church
10 Elementary Schools	Fort Worth Police Department
Wedgwood Middle	Carswell Air Force Base
Rosemont Middle	Alcon Laboratories
Eastern Hills High	Deloitte, Haskins & Sells
Van Zandt-Guinn Elementary	Haws & Tingle
Carter-Riverside High	Tracor Westronics
De Zavala Elementary	Central Bank & Trust
North Hi Mount Elementary	Health Care of Texas, Inc.
Westcliff Elementary	Interfirst University
Western Hills High	Jack Williams Chevrolet (in process)

COMPANIES AND SCHOOLS TO BE MATCHED: (NOT IN ANY PARTICULAR ORDER)

Bonnie Brae Elementary	AAUW
Glencrest Middle	Coca-Cola Bottling Company
M. G. Ellis Elementary	Stripling Cox
Metro Opportunity School	Colonial Savings and Loan
Nathan Howell Elementary	WBAP
Oakhurst Elementary	International Service Insurance
Waverly Park Elementary	National Bank of Texas
Worth Heights Elementary	
East Handley Elementary	

Appendix B

School _____ Evaluator_____

Company _____ Date _____

Adopt-A-School Program

1. How did your school become involved in the Adopt-A-School program?

_____

2. How were the school's needs identified for the Adopt-A-School Program?

_____

3. How was your adopter selected? _____

_____

4. a) What kinds of services/activities have your adopter provided?

_____

b) What are the services/activities planned for the future?_____

_____

c) Has the company donated any materials or equipment? _____Yes ____No

If yes, describe _____

5. a) How many students (total) have been affected by Adopt-A-School activities?_____

b) How were the students selected for these activities? _____

_____

6. (Ask if the answer to #4 is tutoring).

a) How often are tutoring services provided? _____

b) Who decides what work the tutor does with each student?

_____

7. (Ask if the answer to #4 is mentorship).

a) Have the students in the mentorship program visited the company?

_____ Yes _____ No

/2

(Tell about the visit)_____

b) What other activities have the mentorships provided?

_____

8. What is your role as the Adopt-A-School coordinator?

_____

9. What services has the central Adopt-A-School office provided?

_____

10. What are the positive aspects of the Adopt-A-School program?

_____

_____

_____

11. What are the negative aspects of the Adopt-A-School program?

_____

_____

_____

12. Would you recommend this program to other schools? _____

Why or why not?

_____

_____

_____

Comments/Problems (etc.)

_____

_____

_____

Appendix C

Company _____ Evaluator _____

School _____ Date _____

Adopt-A-School Program

1. Why did you decide to adopt a school?

_____

2. How was your adopted school selected?_____

3. a) What kind of involvment has your company had with the school?

_____

b) What are your plans for future involvement?_____

c) Have you donated any materials or equipment? (Describe)_____

_____

4. (Ask if the answer to #3 is tutoring).

a) How are the tutors selected? _____

b) How many tutors (total) are involved? _____

c) How do the tutors feel about providing this service?_____

5. (Ask if the answer to #3 is mentorship).

a) Have the students in the mentor program visited your company?

(Tell about the visit)_____

_____

b) What other mentorship activities have you provided? _____

_____

/2

6. What is your role as the Adopt-A-School company coordinator?

_____

_____

7. What services has the central Adopt-A-School office provided?

_____

_____

8. What are the positive aspects of the Adopt-A-School program?

_____

_____

_____

9. What are the negative aspects of the Adopt-A-School program?

_____

_____

_____

10. Would you recommend this program to other companies?_____

Why or why not?

_____

_____

_____

Comments/Problems (etc.)

_____

_____

_____

Observation Data

Adopt-A-School Program

1985-86

Jennifer Giddings Brooks
Evaluator

Observation
#1

March 28, 1986

Diamond Hill Elementary
Luis Flores, Principal
Fort Worth Police Department
Officer Friendly Program

Background Data:

The Officer Friendly Program was designed to show students the "positive/human" side of a police officer and to set up various educational and entertaining activities aimed at crime prevention. During the 1985-86 school year, this program had two officers in eleven elementary schools.

Observation Data:

Officer Carlos Ortega, from the youth division of the Fort Worth Police Department, was observed in the school cafeteria with a class of pre-kindergarten students. Officer Ortega established rapport with the students by introducing himself to them and having each student do the same. Officer Ortega later tested his memory by calling each student by his or her name.

After establishing rapport, Officer Ortega discussed the duties of a policeman. He showed the students his badge, gun and uniform. He further emphasized to the students that policemen would like to be their friends.

The last 15 minutes of the session was used for a puppet show entitled "Stranger-Danger." The students showed their enjoyment of the show by clapping, singing and laughing with the puppet (Officer Ollie). Officer Ollie explained to the students what they should do in case they were approached by a stranger. After a question and answer period, Officer Ortega thanked the students for their participation and told them that he would see them again real soon.

Observation
#2

April 1, 1986
Dunbar 7th/8th Grade School
Roy Hudson, Principal
Texas Electric Service Company (TESCO)

Background Data:

A total of 20 TESCO volunteers served as science fair project advisors or math tutors throughout the 1985-86 school year. Each volunteer tutored from one to three students on a weekly basis during their regular class periods. Some volunteers counseled their students; others served as substitute teachers, science fair judges and classroom speakers. A tour of the TESCO power plant was scheduled for the latter part of the spring semester.

Observation Data:

Seven TESCO volunteers were observed in the school library. The volunteers met with eleven pre-algebra or algebra students. Three of the volunteers tutored one student each; the other four tutored two students. The students and volunteers appeared to have a good working relationship. During the tutoring session, laughter, teasing comments and other unrelated math conversation was heard from both the students and volunteers.

Prior to the students arrival the volunteers expressed how much they enjoyed participating in the Adopt-A-School program. They emphasized that the students were tutored for a six weeks period-longer on teacher recommendation. The volunteers commented that this time period gave them an opportunity to get to establish a positive one-on-one relationship with the student(s). During this observation period, each volunteer worked quietly with his/her student(s). The students reviewed the math problems for the day. In most instances, the volunteer and student(s) both worked the problems. The students asked questions the volunteers provided the answers. The students were often required to rework any problems causing difficulty.

At the end of the session, the volunteers and students laughed and talked to each other as they gathered their belongings and moved from the library. Conversation continued in the hall until the bell rang for the next period.

Observation
#3

April 4, 1986

Como Middle School
Keith Averitte, Principal
Republic Bank Ridglea

Background Data:

This adoption is in its second year. The Mock Bank program, which was initiated during the 1984-85 school year, was continued this year. This weekly program was reintroduced to the students during an assembly/seminar. Five bank officers explained the banking system and its relation to the Mock Bank.

The purpose of the Mock Bank was to teach the students the system of banking and money and responsiblity while increasing the attendance within the school. At the completion of the 1985-86 school year, the bank will award the two students with the best attendance records with a $50.00 and $75.00 savings bond.

Observation Data:

Como students were observed going through the Mock Bank in their building. The homeroom teachers had handed out attendance cards to students with perfect attendance. For every day in school, a student received a Republic Buck. Students with five Republic Bucks were observed going through the Mock Bank to exchange their bucks for an iron on "paw print" for their Bank Adoption T-Shirt. Students were also given facsimile checks which they are scheduled to redeem on Monday for a wooden coin. Wooden coins can be exchanged for ice cream in the cafeteria. The school coordinator commented that at the end of the first month and second month of this program students with good attendance records were given a pizza party.

Observation
#4

April 15, 1986

Green B. Trimble Technical (Tech) High School
Paul Galvan, Principal
University Christian Church

Background Data:

This adoption is in its fourth year. Each school year is "kicked off" with a dinner hosted by the University Christian Church for the school faculty. Church members serve as tutors for Tech students. Tutoring is done during and after school in the areas of math and English.

Observation Data:

Tech students gave an Art Fair at the church. The art was displayed in an upstairs hallway. There were 52 entries provided by 20 participants. The art was divided into three categories (a) crafts, (b) artistic composition and, (c) photography. One winner and one honorary cash award was given in each category. Members of the church were given the opportunity to vote for the "People Choice Awards". Each member could vote for his or her favorite entry in all of the categories. A cash prize was also given to the winner of this award.

Observation
#5

April 23, 1986

Polytechnic High School
Henry Johnson, Principal
Texas American Bank - Fort Worth

Background Data:

Texas American Bank-Fort Worth has adopted the Magnet school for Finance Professions at Polytechnic High School. This year's adoption began with a volunteer training session and a wine and cheese reception for teachers and volunteers. Forty volunteers participated as tutors, lecturers and mentors. Senior executives of the bank were involved in monthly seminars where varied subjects were discussed.

Observation Data:

Martin Bowen, a Texas American Bank vice president, spoke to the Polytechnic communications class on a "View From The Top". The speech was geared to the background of the speaker and how his background related to his profession. Mr. Bowen also talked about careers in general. Two points were emphasized during the speech: (1) A person must have the ability to fit as a member of a team and make a contribution to the team. (2) A person must have the ability to interface and communicate with others. A question and answer period followed the speech.

Observation
#6

April 30, 1986

De Zavala Elementary
Shirline Potts, Principal
Central Bank and Trust

Background Data:

This first year adoption developed into a very beneficial relationship for both the school and bank. As many as thirty bank volunteers devoted time to the school as tutors. An additional group of five volunteers met with students as mentors. Some of the adoption highlights included (a) a "kick-off" breakfast, (b) clothes drive, (c) bank tours, (d) donation of gymnastics uniforms, jerseys and bicycles, and (e) classroom Christmas parties (presents were given to a special needy family).

Observation Data:

The bank volunteers sponsored an end of year party for De Zavala students and staff. Each student was given a balloon; and refreshments were served to all. Provided activities gave the students, volunteers and staff members a chance to have a good time and say thank-you for the positive experiences during the year.

Appendix E
Mentor Program

May 15, 1986
Westcliff Elementary
Margie Powell, Principal
Mentors for Gifted Students

Background Data

A group of Fort Worth professionals from varied backgrounds worked in five elementary schools with gifted students. The five schools included (a) Bruce Shulkey, (b) Hubbard, (c) Nash, (d) Westcreek, and (e) Westcliff.

Interview Data

One of the mentors at Westcliff Elementary School was interviewed by the Adopt-A-School evaluator. The mentor reported that this was her third meeting with her student. The first meeting was an orientation reception for mentors, parents, teachers and students. A trip to the Dallas Zoo had been planned for the second meeting, but because the Herpetologist, a personal friend of the mentor's, was out of the city the Fort Worth Zoo was substituted. Today, the mentor indicated that she and the student were going to Dallas for lunch and to visit the zoo. The mentor further commented that the student had wanted to meet a Herpetologist and she personally thought the trip would be a very educational experience. The mentor emphasized that she volunteered for this program because she wanted to be a part of the school system and do something special for a child.

Appendix F

Role of Coordinators
(School and Business)

The following statements detail their role in the Adopt-A-School Program

1. Serves as liaison between company and school.

2. Is responsible for reports from company or school to Adopt-A-School office.

3. Recruits teachers and volunteers for the program.

4. Coordinates the schedules for students and volunteers.

5. Provides ideas for program.

6. Promotes and markets program.

7. Supervise activities and evaluates the program.

8. Attends quarterly meetings.

Appendix G

Student Comments
Adopt-A-School Program
1985-86

She pointed out my mistakes and helped me to find easy methods of doing a problem.

It gave me a good feeling to get to go and work with her in the library.

She made me realize a job interview is harder than I thought.

He helped me figure out a lot of things about the subject that he was teaching us that I didn't quite understand.

I learned ... that working at a job can really be interesting if you want it to be.

He helped me by going over step-by-step on how to do the problem and showing me my mistakes.

I learned how to work with people I didn't know.

You can make friends, young or old.

Tutors only came once a week.

The mentor program was too short. It should have been for a whole semester.

The Tracor tutor helped me very much. I was tutored in Algebra. He showed the actual way of doing and then some short-cuts that he had experienced in his field of work.

These people are sincere and care about the welfare of students. They do their best to encourage and help students to have a promising future. Their time is greatly appreciated.

I loved going to DFW because we saw a part of the airport that you don't usually see. Also I went into the flight control tower. The most important thing I learned - that you could have fun and learn at the same time.

It (Adopt-A-School) was very helpful to me, in many ways. I am very grateful towards those who helped me and my school.

My tutor was very interesting. He was also very easy to understand. He explained in detail until I understood.

The most important thing I learned was to be prepared on a job interview, (example: having all your materials together and your thoughts.)

They helped me see how I should and shouldn't act or respond in an interview.

Yes, I loved having a mentor because I got to meet the people that are out there working and know how the real world is out there.
I am very glad you have this program because my child was not planning on going to college, now she is and I hope you will keep the program going. I think that if every child had this program they would learn something (Parent)

(Most important thing you learned): To finish school so we can get a good job. So we can be proud of our self and our family.

(Most important thing you learned): School work is important because it will help you get a good job when you are old enough.

(Most important thing you learned); That in order to get where you want to be you have to work hard.

I learned that working in public relations takes a lot of charm and talent, which my mentor has.

(Most important thing you learned): That if you think harder, you learn more.

The most important thing was how easy it is to learn what you don't already know if you try.

Regarding volunteers: They were always nice to us. They always had a big smile on their face and were always willing to help. We all hope they can come next year for the new students.

Appendix H

Teacher Comments
Adopt-A-School Program
1985-86

I think many children will have a better feeling about themselves because of the individual attention they were given.

Kate was an art major in college, so it is wonderful to have her in the art class.

I like the fact the volunteers could work on a one-to-one basis with the students.

He performs better on a one-to-one basis.

He bought useful knowledge to us from his work experience.

Having a volunteer in the classroom was a tremendous enrichment to our program.

One-to-one with slower students really helps to boost their self-esteem.

The extra help kept him from failing.

The program helped the students understand the business world.

The fact that professionals looked upon speech abilities as important, added importance to the study of the business interview.

Volunteers sometime didn't let the school know when they could not come for tutoring.

The program should start in September.

The program started too late in the semester.

My volunteer is excellent. Any time a program is begun, it takes time, but <u>WELL WORTH IT ALL</u>.

Chuck was so very helpful for our problem student. He visited the school, saw the pupil on the weekend. He used positive reinforcement with him. He was an excellent model for our pupil.

The time spent with the child gave the much needed individualized attention. The child felt really special.

The most beneficial aspect was the friendly attitude and enthusiastic appearance of the volunteer.

The Adopt-A-School increased my students self-image and also strengthened subject areas.

The tutor program did enhance the students conversational skills. A by-product of the tutor-student relationship was an intercultural exchange.

The children are more aware of the world outside of school. I think they will perhaps be more interested in learning more about careers and other areas.

Our pre-K class was very excited talking to Officer Ortega. That Officer/student interaction was very important especially at this young age. The program content was appropriate for our 4 yr. olds, and I feel it will help make a lasting impression.

Officer Ortega related very well to my class. There are some very shy children that responded to Officer Ortega.

My students really enjoyed this program and Officer Ortega. He had a great impact on them. They all felt like he was very interested in them and was their friend and I felt this was a very important fact to get across to children of this age.

Officer Friendly is a positive role-model for our children. He also has excellent interpersonal skills which help him communicate effectively with children of all ages. The programs presented are relevant and well-planned.

I think this is a very valuable program. It helps the students to realize the importance of laws and to respect laws. It also helps them to understand that a police officer is to help them.

A higher percent of mastery of a task always occurred on task where the tutor helped and worked with the student.

(Unique problems?) So many volunteers they could not all be placed. What a wonderful problem to have!

Appendix I

Volunteer Comments
Adopt-A-School Program
1985-86

It's just a good feeling to know that you can be of help to someone.

Visiting with teachers was inspiring and seeing the responsibilities teachers have made me more appreciative of them.

Teachers care, as I do, about our young people becoming responsible and successful in the business world.

This program is invaluable to students for future direction with their careers.

It makes me feel good when I am contributing some of my knowledge in a very worthwhile manner.

I think the program was beneficial to me as well as the kids.

The teachers didn't always contact the volunteers when students were absent or when there were special school activities that would prevent the students from attending tutoring class.

I only had the chance to talk with the teacher about my students once or twice.

I felt that I could have helped my student more if the program had started sooner.

There were some scheduling problems.

An earlier start time would have been more beneficial to the students.

Some of the teachers were rude.

Only problem I encountered was one rude teacher.

I would like to continue the program for next year. I think it is an invaluable tool to this generation to have exposure that programs of this type offer tomorrow's leaders, workers and professional people.

Yes, I found it (the program) quite interesting and I felt some satisfaction when I could help the students learn some more or help them learn their lessons better.

Appendix J
Coordinators Comments
(Schools and Businesses)
Adopt-A-School Program
1985-86

Schools

1. Program is very beneficial.

2. It improves the relationship between the school and the business world.

3. Community involvement in school is always good.

4. It provides additional input and support from the community which is needed greatly.

5. Good program if you get a good match with the persons in the company. Especially for occupational investigation.

6. Benefits to students and total community are great.

7. The amount of interest shown by companies has amazed and overwhelmed us. This is often the only accolades we receive.

8. Very pleased with company. Population of tutors varied like school population (Black, Hispanic, Anglo, Oriental, etc.)

9. Chairperson of Hispanic Chamber of Commerce is very organized and strong - a strong counterpart is very important; the identifying committee did a particularly good job.

10. Extra help to teachers.

11. It helps the students, school and teachers.

12. Involvement. The volunteers benefit as much as the children.

13. It provides an aspect of education not generally provided in the current educational format. It provides a perspective that teachers cannot provide because they are teachers, not doctors or mechanics.

14. They provide an extra arm.

15. The school and the business must have personalities that coincide.

16. Company not cooperative.

17. The Alcon people are very reliable. They are professional, responsible and caring.

18. If this program was a choice - I can't imagine turning it down.

19. Can't buy the number of volunteers with money. People just want to be there - don't have to be there.

20. Fantastic!!

Businesses

1. We have had good experiences. Everyone benefits in this program. Students, community and company benefit. Allowed to get in at own pace.

2. It is a necessary program. It is wonderful for students. Wonderful opportunity to get resources for schools. Need the school personnel to take advantage of the program.

3. The coordinator at the school has other jobs that she is doing. It has been hard for her to devote time to Adopt-a-School.

4. The T.W.C. students have found the program worthwhile.

5. Adopt-A-School office might consider using Senior Citizens in this program.

6. Happy to be part of program.

7. Prioritize the school that need the most to be adopted.

8. Principal is not cooperative.

9. Don't have a place set aside at school to meet individually with students - a small place would be fine.

10. Because of probable cut-backs in federal support to education, Adopt-A-School will increase in importance.

11. Personnel get satisfaction out of it. It gives them a chance to explain their profession. Community involvement creates pride in the employees.

12. Inexpensive way for the company to provide a service to the community.

13. There is a definite need for students to see the real world.

14. Makes kids feel they can accomplish something. An exciting, worthwhile program.

15. It is a way to show involvement. People don't realize how busy a typical day is at school.

16. Any business could send the wrong person to do the job. The guy who says yes should be the one who participates.

17. He feels that the interaction with the schools is beneficial for both parties.

18. Gives companies a chance to cultivate future employees. Students had not been oriented - didn't know why volunteers were in the buiding.

19. Students can actually see the workings of a radio station. Molds students for the future.

20. Good public relations to increase visibility. Increases teamwork and cohesion and the office. Training programs are good.

21. Students are our future generation. They will be running the companies.

22. A lot of work for one person.

23. This program provides hope.

24. Teachers did not seem to understand what they were suppose to do. They need to have a meeting to develop goals and communication guidelines early in the process.

25. Recommendation: Companies should rotate schools year-by-year, or companies should be coordinated so that they could pool their resources for a set of schools and give the students a broader perspective of the business community.

PROJECT FUNDING

A. Revenue raised by Adopt-A-School

$ 44,000	Tandy Scholars & Tandy Dinner
55,995	Junior League Grant
5,400	Carter Foundation - Skills for Adolescents
5,500	Richardson Foundation - Skills for Adolescents
10,650	Miller Brewery - Adopt-A-School Recognition Dinner
1,700	Company Contributions - Teacher Recognition Reception
7,500	Annual Report
25,000	Day Care, Polytechnic High School (Block Grant)
25,000	De Zavala Project (Block Grant)
19,200	TCOM Institute of Human Fitness*
$ 199,945	

*Gave each faculty member (80) of Arlington Heights High School a membership ($240 each) to their fitness program

Appendix L

SCHOOL PROJECT DONATIONS

The following is a brief representation of unsolicited funds which have evolved throughout this school year as an indicator of the growing relationship between the schools and their company/organization adopter.

- REPUBLIC BANK EAST: $1,000 to underwrite "Paw Print" bank for 736 students at Eastern Hills Elementary School
- TCOM'S WOMENS' AUXILIARY: $500 to purchase new microscope at North Side High School
- MARCH OF DIMES: $5,000 for purchase of lab equipment for North Side Medical Magnet
- INTERFIRST BANK: $1,300 underwrite mock bank at Paschal
- SOUTHWESTERN BELL: $250 for field trips for William James Middle School
- ADCO: $600 for scholarships for Gifted Students Institute
- FRANK KENT: $1,000 for school materials at Luella Merrett Elementary
- REPUBLIC BANK RIDGLEA: $2,000 for mock bank at Como Middle School
- UNIVERSITY CHRISTIAN CHURCH: $600 for Art Fair prize awards at Trimble Technical High School
- NATIONAL FARM LIFE INSURANCE: $500 for Sesquicentennial projects and "Good Citizens" recognition awards
- SAINT JOSEPH'S HOSPITAL: $1,000 for academic scholarships
- TCOM: Free Health Fair with medical consultations by their staff for students, faculty, and families. This will be done annually.
- NORTH FORT WORTH BANK: Hired 20 students from North Side High School for the summer
- COLONIAL SAVINGS: Hired 6 students from Southwest High School for the summer
- TASI: Donated a main frame computer for Polytechnic High School computer class
- TCOM: Donated all lab materials and reference materials for North Side High School Medical Magnet

Appendix M

1985-1986 ACCOMPLISHMENTS

1. Total of 57 adoptions for 1985-86
2. Approximately 2,000 volunteers
3. Developed and implemented 260 projects involving school and company
4. Recognition Dinner attended by 1,500
5. Planned and developed new procedures for Tandy Teacher Scholar selection
6. Secured $44,000 for funding for Tandy Teacher Scholar and Tandy Dinner
7. Wrote and developed proposal for Junior League to fund 3-year position to assist Adopt-A-School Coordinator, for a total of $55,995.
8. Raised $10,900 for skills for Adolescent Program
9. Planned, implemented and raised money for reception for outstanding teacher from every school
10. Planned, implemented and raised $10,000 for Adopt-A-School recognition dinner
11. Planned, implemented training session for all Adopt-A-School coordinators
12. Recruited and trained all 2,000 Adopt-A-School volunteers
13. Developed and implemented evaluations for all volunteers, students, parents, teachers and coordinators
14. Planned, developed and funded a slide presentation for Adopt-A-School
15. Planned, implemented and secured sponsors for three coordinators meetings
16. Developed and implemented three brain storming sessions for high, middle and elementary schools
17. Conducted needs assessments on twenty-three schools
18. Planned and implemented recruitment luncheon for new companies. Secured underwriting for luncheon.
19. Recruited twenty new companies for 1986-87
20. Recruited and organized 63 substitute teachers for math and science teachers.. (savings to FWISD of $9,450)
21. Recruited loaned teachers from General Dynamics
22. Nine students received scholarships from Johnson O'Connor testing. These scholarships are valued at $405 each, for a total of $3,645.
23. Fort Worth Police Department loaned a second officer to the Officer Friendly Program. Program cost $69,168.